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By - Jones, Milton O.

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This paper surveys the trend in junior college organization toward the multi-unit system. It has evolved to meet the needs of both crowded metropolitan areas, where many physical facilities are required, and of extended rural districts, whose small population and tax support require consolidation of administration. Depending on whether authority and supportive services are centralized or decentralized, several forms of operation have developed: (1) a 1-college, branch-centers model, (2) a 1-college, multi-campus model, (3) a multi-campus district model, and (4) a multi-college, district model. A paradigm showing the relationship between these models reveals a continuum of development from centralized to decentralized authority. There is also a positive correlation between the age of the system and the degree of autonomy in its units. There are overlapping elements in all four models, of course, and systems under university control show still another variation. Problems unique to the multi-unit system are that administrative organization differs from that for a single institution, accreditation must be determined for the whole or for each unit, master planning for physical facilities, faculty, financing, and everyday communication and coordination are all more complex, and the location and extent of educational services must be foreseen with considerable certainty. The writer warns that the multi-unit system can bring either economy and efficiency or chaos and confusion. (HH)

The Development of
MULTI-UNIT
Junior Colleges

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MILTON O. JONES, Ph.D.

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THE DEVELOPMENT OF MULTI-UNIT
JUNIOR COLLEGES

By

Milton O. Jones, Ph. D.

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UNIVERSITY OF CALIF.
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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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PREFACE

This manuscript was prepared as a part of The Academic Administration Internship Program sponsored by the American Council on Education. The writer was awarded a fellowship for the academic year 1967-68 to study junior college administration at the St. Louis Junior College District with President Joseph P. Cosand as mentor.

As a part of the internship a special project was undertaken to study various models of multi-unit organization and methods of operation in junior college administration. Since the multi-unit concept of administration was relatively new in the junior college, several problems seemed to be appropriate for study: the philosophy of central control versus individual autonomy; the structure of the organization, multi-campus or multi-college; and the question of centralized or decentralized services. Furthermore there seemed to be need for a descriptive document concerned with the development of multi-unit administration in the junior college.

The writer wishes to express deep appreciation to the Junior College District of St. Louis for making the internship a most meaningful and informative experience. Dr. Cosand,

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the Board of Trustees, and the entire faculty and staff have made every effort to involve the intern in all of the functions of a large multi-campus district.

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Chapter One

THE MULTI-UNIT JUNIOR COLLEGE: A DILEMMA?

Introduction: The concept of the community junior college has come of age. Only a few years ago many two-year colleges were hoping for four-year status. Now, they are recognized institutions with a special place in the scheme of higher education in America.

Surely a part of this coming of age process must be directly tied to the rapid expansion of junior colleges in the urban setting. And, as Erickson¹ has stated, "With this big city growth has come the almost necessary trend to multi-campus operations." Where it had taken the four-year partner decades to become large, strong institutions, many junior colleges in the great metropolitan areas have burgeoned into large multi-campus institutions almost overnight...Chicago, Cleveland, Miami, St. Louis, Los Angeles to name a few.

¹ Clifford G. Erickson, "Multi-Campus Operation in the Big City." The Junior College Journal, 1964, Vol. 34, No. 7, p. 7.

The Problem: The tragedy is, however, as Morrissey² suggested, that no body of theory or concept of organization has evolved to make these new directions understandable or acceptable. In short, multi-unit operations have evolved in many directions with each institution moving uniquely in its own situation, toward its own goals, and influenced by its own history. In many cases this movement has been under the pressure of necessity, the absence of time, the press of huge student populations clamoring at the "open door."

Little or no effort has been made to study these multi-unit developments, to determine efficiency, to discard ineffective practices and outmoded organizations. In fact, only a few efforts, such as Jensen's³ 1964 study, have been reported which attempted to classify or categorize existing patterns. Furthermore, few articles have appeared in The Junior College Journal explaining and reporting trends for this exciting phenomon.

Questions arise at every meeting where administrators and faculty members from multi-unit junior colleges assemble. What is the legal base of your college? Is it part of a unified district? How many campuses? Are they called

² Kermit C. Morrissey, "Creative Leadership of Multi-Unit Colleges." The Junior College Journal, 1967, Vol. 38, No. 1, p. 38.

³ Arthur M. Jensen, "An Investigation of the Administration of Junior College Districts with Multi-Campuses." unpublished Doctoral Dissertation, University of California, Los Angeles, 1965.

colleges? Has the legal structure changed recently? How is it supported? What is the nature of state regulations? What kind of inter-campus communications exist? What of faculty organizations? Explain your administrative organization. Do you have a chief executive on the campus? And on and on they go.

Commission Concern: The Commission on Administration of the American Association of Junior Colleges is keenly aware of the explosive expansion which has taken place and the implications this growth has had for administrative leadership. Concomitant with this growth, the commission has undertaken several projects to assist administrators and boards of trustees in the planning and development of new community colleges.⁴

Lahti⁵ reported that community colleges being formed in urban centers are attempting to respond to a total urban complex through the organization of multi-campus institutions under one administration and governing board. The problems of the urban community college, as opposed to the non-urban campus, are very different, and, as such, demand special planning of the organizational structure to make it capable of appropriate response to the community.

At the Boston 1968 meeting of the Commission on Administration, numerous comments from commission members pointed

⁴ Robert E. Lahti, "Commission Commitments." The Junior College Journal, 1966, Vol. 37, No. 4, p. 48.

⁵ Ibid.

to perplexing questions and the serious dilemma facing administrators in multi-unit community junior colleges.

Comments such as:

"There is a whole continuum of opinion as to how a multi-campus institution can best operate."

"We cannot really study or understand the problems of the urban institution without first looking at the multi-campus institution."

"More and more of them, and all of it confusing."

"They range from autonomous colleges to complete centralization."

Although it was not possible to identify the individual contributors, these are a few of the comments which came from members of the commission in its open meeting. Many other comments were made on the same theme. The discussion indicated the concern of the commission for some study, or possibly a national meeting, addressed to the subject of multi-unit administration. Several efforts are underway. Knoell⁶ is preparing a study of the Urban Community College, the first report of which has been published. Kintzer⁷ is working on a study of the organizational structure of the multi-campus junior college.

Administrative Concern: Later, during the annual meeting of the American Association of Junior Colleges, Boston 1968, President Charles Chapman, Cuyahoga Community College,

Cleveland, announced a meeting for individuals interested in a discussion of multi-campus organization. The meeting was scheduled for a 7:30 breakfast. Thirty-five people arrived, the breakfast was cancelled, and the group moved into a conference room for a session which lasted an hour and one-half. Chapman introduced the topic by saying, "Multi-campus administration is in the developmental stage. Many different variations can be found around the country." The discussion which followed pointed to some of the problems: the concept of autonomy for individual campuses, of centralized and decentralized functions and services, and the general organizational structure for multi-unit operations. The group expressed a strong need for a meeting of national scope to discuss multi-unit concept in depth. Some of the institutions represented were Chicago, Cleveland, Denver, Los Angeles, St. Louis, and St. Petersburg.

The Major Issue: The overwhelming current issue seems to be a matter of the philosophy for organization and administration, with such side issues as autonomy versus control, centralization versus decentralization of authority and supportive services. This is not a new question. It is not unique to the multi-unit community college, for it has been and still is a major problem for all of higher education. Wilson⁸ recently reported that changes in educational

⁸ Logan Wilson, A report on Council Activities presented to the American Council on Education, Washington, D.C., 1967.

organization give rise to new problems and issues. In the past, our colleges and universities were largely discrete units, exercising considerable autonomy. Now the growing interdependence of higher education is changing this scheme of things. He also stated, "We note confused views about centralization versus decentralization of authority."

Rogers⁹ has pointed to the dilemma in higher education.

"A university administrator must often choose between using the process of collective decision-making to secure the adoption of a new idea, or to make an authority innovation decision." Millett¹⁰ expressed the problem in this way:

"It is well to remember that American colleges and universities have never been quite as autonomous in the control of their affairs as some romanticists would have us believe...The multi-campus state college or state university system has had to find the administrative procedures appropriate to a geographically dispersed operation. Some administrative officers seemed to think that the administrative process appropriate to a single campus could be applied to a multi-campus organization. The centralization of decision-making which resulted has caused apoplexy. Little by little boards and administrators of multi-campus operations have been learning how to decentralize the administrative process...We might consider just what are the appropriate subjects for centralized and decentralized decision-making."

He suggests that matters such as the master plan and budgeting must be provided at the level of the central decision-making authority.

⁹ Everett M. Rogers, "The Communication of Innovations in a Complex Institution." Educational Record, 1968, Vol. 49, No.

Some matters may be resolved on a centralized or decentralized basis depending on the philosophy of the central authority. These include admission policies and procedures, the location of new campuses, limitations of enrollment size at particular campuses, articulation of student movement among campuses, the introduction of new instructional programs, and the assignment of missions and roles to various institutions. There are several vital aspects which remain largely under the jurisdiction of the individual campus. These include requirements for a degree, curriculum construction, instructional methods, student conduct regulation, internal organizational structure, the solicitation of funds from private sources and even from federal agencies, and the careful management of available resources to obtain maximum output. He summarizes his views that, "No pattern of decision-making authority between central agencies and local campuses can ever be effective without mutual understanding and concern, common respect, and a shared devotion to the great ends of higher education."¹¹

No such statement or clearcut pattern exists in the current evolution of decision-making philosophy for the multi-unit community junior college, nor is it likely to be, and one may even question its desirability. Systems of higher education at the state level are much broader in

¹¹ John D. Millett, op. cit.

scope and responsibility. The community junior college, on the other hand, has been traditionally a local institution, governed by local authority, supported largely by local funds, and generally oriented to a community setting. Hence, this problem of centralized or decentralized authority is largely an internal problem for the multi-unit college.

Many comments have come from junior college authorities which point to the present dilemma:

"Patterns exist from autonomy to complete centralization in the junior college today."

"Autonomy is a traditional concept that is not actually happening."

"You walk a fence-it's neither."

"What about these terms-autonomy and control. Is it possible to have both? What about the term coordination?"

"Autonomy enhances the community aspects of the junior college philosophy."

And so go the questions which confront the multi-unit administrator in the junior college.

Purpose: The present effort is not addressed to the solution of the philosophical question. Rather, its purpose is designed to pull together as much information as is available about existing models, to look at these models critically, to explore the trends in multi-unit operations, and in so doing, provide another step toward some organized approach for studying the entire question of multi-unit organization in the community junior college.

Definitions: The word "multi" has been applied to educational organization in several ways. Some of the most noteworthy adaptations should be discussed.

- a) **Multiversity:** Kerr¹² has been attributed with the origination of this expression which describes the many facets of the modern, multiple functioning university. "How did the multiversity happen? No man created it; in fact, no man visualized it. It has been a long time coming about and it has a long way to go."
- b) **Multi-campus:** This term has been used in the literature to describe both the university and the junior college which has more than one campus.
- c) **Multi-college:** This term defines a philosophical concept of loosely coordinated colleges within a district. Morrissey¹³ discussed the use of the term in comparison to multi-campus: "The word 'campus' calls forth the mummified ghosts of higher educational mistakes; the word 'college' describes what the institution is in fact."
- d) **Multi-program:** This term was coined by Jensen¹⁴ to describe the multiple functions of the junior

¹² Clark Kerr, as quoted in "The Communication of Innovations in a Complex Institution." Educational Record, 1963, Vol. 49, No. 1, p. 67.

¹³ Kermit C. Morrissey, op. cit., p. 40.

¹⁴ Arthur M.

colleges which he studied. It referred to separate centers designed for specific purposes; i.e. technical, adult education, etc.

- e) Multi-branch: This term has the same meaning as multi-campus and has been used to describe both university and junior colleges. However, the term "branch" usually indicates a smaller and more specialized operation located away from the central location.
- f) Multi-unit: This term has been used by several people including Morrissey¹⁵ to describe any type of multiple system from multi-branch to multi-college. It has been adopted as the general term to describe all multiple systems in the present effort.

Summary: Multi-unit community junior colleges are being established in many places throughout the country. The growth has been so rapid that little has been done to report the progress of existing systems or to develop ideas of organization and administration for multi-unit operations. Many administrators have expressed concern and a need for communication on a broad scope, addressed to problems of the multi-unit college. A major and perplexing question involves the concepts of centralized and decentralized

¹⁵ Kermit C. Morrissey, op. cit., p. 38.

authority and service support. The contrary notions of autonomous colleges versus dependent branches are in the midst of a growing debate. The present effort is designed to report on the existing systems, to establish some possible models, and to point to some common problems in multi-unit organization and operation.

Chapter Two

MULTI-UNIT DEVELOPMENT

The Junior College Movement: An unprecedented number of new community colleges opened in 1967, but more significant, perhaps, is the fact that these colleges opened with a total enrollment near 65,000 students.

With the establishment of the Nevada Community College at Elko, Nevada, the sweep of the nation was complete. Each state now has at least one two-year college. In addition, two-year colleges are located in Puerto Rico, the Canal Zone, England, Canada, France, Switzerland, and Turkey.

Seventy-two new colleges and campuses opened in 1967. This increased the total to 912 with a reported enrollment of 1,671,440 students. There are 648 public supported institutions and 264 independent institutions, most of which are denominationally affiliated.¹⁶

At the fiftieth annual meeting of the American Council

¹⁶ William A. Harper, (Ed.), 1968 Junior College Directory. Washington, D.C.: American Association of Junior Colleges, pp. 5-7.

on Education, Logan Wilson,¹⁷ in his report on Council activities, stated, "While many private liberal arts colleges struggle to survive, community colleges multiply." And multiply they do, at the rate of more than one per week. The president of the American Association of Junior Colleges, Donald Eldridge,¹⁸ reported that junior colleges are being established at the rate of fifty new ones each year.

Alvin H. Proctor,¹⁹ Kansas State College, recently told members of the United States Council of Graduate Schools, "By 1970 the nation will have about 1000 junior colleges, public and private, enrolling more than 2,000,000 students." Philip R. Werdell²⁰ suggested "that by 1970 over half of college students will be in major metropolitan centers and commute to campuses of institutions enrolling over 5,000 undergraduates." Most of these will no doubt be junior colleges. Gleazer²¹ indicated that we could

17 Logan Wilson, "Report on Council Activities," Address delivered at the American Council on Education Meeting, Washington, D.C., 1967.

18 Donald A. Eldridge, "New Dimensions for the Two-Year College." The Junior College Journal, 1968, Vol. 38, No. 1, p. 10.

19 St. Louis Post-Dispatch. Dec. 2, 1967, "A Junior College A Week."

20 Philip R. Werdell, "Teaching and Learning:

expect as many as 6.5 million students enrolled in junior colleges by 1975 if present trends persist.

University Branch Development: John Millett²² observed that at the level of state government, two different but interrelated organizational changes have been occurring in the past twenty years. One of these is the development of the multi-campus college or university system. The other is the appearance of the state-wide coordinating board. In some of these instances, the junior colleges function under separate agencies of administrative direction and supervision.

The move toward branch development of educational institutions began in many of the state universities after World War II. The University of California had pioneered this kind of action as early as the 1920's with the establishment of a "branch" in Los Angeles.

In the early 1960's a heated debate surrounded the question of how best to serve the increasing needs for education at the level of the first two years. The topic in question was whether or not junior colleges could serve this function by branch campuses or should the university develop two-year programs as branches in urban areas. One such debate was published in the Junior College Journal.

²² John D. Millett, op. cit.

Isaac K. Beckes²³ and Kenneth L. Holderman²⁴ discussed the subject "Meeting the Needs for Higher Education."

Beckes stated the case for community colleges while Holderman advocated branch campuses of the university, indicating branch campuses could provide the two-year functions which are generally considered within the scope of the junior college.

This debate has not been resolved yet. Wattenbarger²⁵ has indicated that there are at least nine states currently which administer the junior college system as branches of state universities. However, Reynolds,²⁶ in his statement on trends in the junior college movement, indicated his feeling that substantial control of public junior colleges will come increasingly into the hands of boards operating in separate junior college districts...moreover, control by state universities will decrease.

A discussion of junior colleges under state systems will be included later.

²³ Isaac K. Beckes, "The Case for Community Junior College." The Junior College Journal, 1964, Vol. 34, No. 7, pp. 24-30.

²⁴ Kenneth R. Holderman, "The Case for University Branch Campuses." The Junior College Journal, 1964, Vol. 34, No. 7, pp. 24-30.

Multi-Unit Systems in the Junior College: Much of the expansion in the junior college movement during the past several years has been toward multi-unit systems. Reynolds²⁷ discussed the problem, "There will be a greatly increased incidence of establishing junior colleges in large metropolitan centers with centralized administration and multiple campuses." According to Gould,²⁸ "The junior community college movement is spreading to the point where soon more than one-half the students entering college will be attending these institutions." He goes on to say that among public institutions another major shift has come in the proliferation of campuses having reached a point of growth where twenty or thirty thousand students are massed on a single campus. Institutions are tending more and more to create branches which ultimately have a certain autonomy of their own.

In the junior college, the branch concept has developed primarily in urban centers during the past few years.

Gleazer²⁹ stated:

In urban centers the trend toward establishing multi-campus colleges is likely to continue in order that educational avenues in the large cities are kept open and accessible. Some of the nation's largest cities—Los Angeles, Chicago, Miami, New York, and Dallas—

²⁷ James W. Reynolds, op. cit.

²⁸ Samuel B. Gould, "Leading Higher Education in New Directions," An address presented to the Association for Higher Education Meeting, Chicago, 1967.

are already setting the pattern for this kind of development. The multi-campus college is one in which the institution establishes branches throughout a metropolitan area in order to put educational opportunity within commuting reach of the entire population.

Chicago has been a multi-campus district since 1934. It began with three campuses—one each in the northern, central, and southern sections of the city. In 1956, a study led to the development of a plan for additional campuses to equalize the opportunities throughout the city. Between 1956 and 1958 the Chicago City Junior College spread to a total of seven campuses throughout Chicago. In 1962 a seventeen-story building was purchased for the college, and in the fall of 1962 the Loop campus opened with an initial enrollment of over 2,500 students, bringing the total number of campuses to eight.³⁰

Tyler³¹ summarized multi-unit development in California in a 1965 article:

For many years Los Angeles has operated several junior colleges under one board. The Contra Costa Junior College District began operating two colleges in 1950. These were multi-college districts. Hartnell, Long Beach, and Oakland have operated colleges having more than one campus.

He indicated that several more districts expect to be operating more than one college by 1970-71.

³⁰ Clifford G. Erickson, op. cit., pp. 17-18.

Arthur M. Jensen³² conducted an initial survey of ten multi-unit developments in urban centers. He reported that by the spring of 1964, multi-campus junior college districts had been established in Chicago, Contra Costa, Corpus Christi, Long Beach, Los Angeles, Oakland, Phoenix, St. Louis, St. Petersburg, and San Diego. The number had increased to nineteen by 1965. It is difficult to estimate the exact number of such districts presently, although a thorough search of the Junior College Directory³³ and the American Junior Colleges,³⁴ published in the spring of 1968, indicate at least 46 multi-branch systems, some of which have more than a half dozen units. This figure does not include the numerous community college systems which operate as a part of university programs.

Factors Influencing Multi-Unit Developments: Jensen,³⁵ in his original study, listed five reasons for multi-campus developments:

1. To compensate for district geographical size which prohibited one campus from servicing the district adequately.
2. To equalize educational opportunities through effective accessibility of the college to the residents of the district.

³² Arthur M. Jensen, "Urban Community Colleges Go Multi-Campus." The Junior College Journal, 1965, Vol. 36, No. 3, pp. 8-13.

³³ William A. Harper, (Ed.), op. cit.

3. To meet the differing educational needs of the various communities located within the district.
4. To accommodate applicants after the district's only campus had reached its maximum capacity.
5. To keep each campus to a reasonable and functional size.

Fretwell³⁶ indicated that certain types of specialization become more readily available in "families" of community colleges, another expression for the multi-unit concept. Among these are greater concentration of specialized programs at one or more centers, resources (human and otherwise) for curriculum development, larger tax base for better financial support, centralized services for preparing audiovisual materials, cooperative recruitment of both students and faculty, and helping in the preparation of requests for government and foundation grants.

It seems then that at least three primary factors were present in the early movement of multi-unit developments: size of student population, accessibility to students, and economy and efficiency.

a) Size of Student Population: The majority of the multi-campus districts included in the Jensen³⁷ study accepted the view that a junior college should not become so large as to be cumbersome. Many administrators mentioned that junior college students need small classes and, above

³⁶ E. K. Fretwell, Jr., "Helps for Heresy Hunters," The Junior College Journal, 1965, Vol. 36, No. 3, p. 19.

³⁷ Arthur M. Jensen, "Urban Community Colleges Go Multi-Campus." p. 8.

all, deserve to be treated as individuals and not as mere numbers or statistics. Jensen³⁸ found in his interviews with administrators that the majority agreed 3,500 to 4,500 was an optimum size for a comprehensive junior college.

One educator has indicated that the optimum enrollment could run in the range of 2,500-3,000 while maximum enrollment for each facility or campus might be around 3,500. Marsee's³⁹ answer to this problem of size is "so you go multi-campus."

Masiko⁴⁰ asserted that the universal experience has been a much larger enrollment pressure than had been expected and planned for. In a short time expansion plans had to be developed, and inevitably the questions of what size institutions and how many campuses there should be had to be faced. Along with these questions came the perplexing one-how to organize for a multi-campus operation.

Erickson⁴¹ pointed out five reasons for the tremendous growth in student population in urban areas and the almost simultaneous trend toward multi-campus operations.

1. The rural-to-urban shift of population, resulting from the mechanization of rural farming and the growth of urban industry, is producing rapid concentration of population in urban centers.

³⁸ Arthur M. Jensen, unpublished doctoral dissertation, p. 27.

³⁹ Stuart E.

2. Selective population migrations are increasing the need for public educational services in big cities.
3. The high birthrate of the postwar years is producing a rapid increase in the college age population.
4. Rapid changes in technology and consequent changes in the employment market in big cities are placing a premium on functional education for young people and continuing education for adults.
5. Administrators and boards of senior colleges and universities are coming to understand more and more the role of the "open door" junior college in the world of higher education. They recognize the importance of the junior college as a means of conserving and developing the human resources of the big city and of enabling the senior colleges and universities to devote more attention to upper division and graduate programs.

Therefore, one of the factors in multi-unit development is the size of student population.

b) Accessibility to Students: Jensen⁴² stated that the junior college must assume heavier responsibilities than ever before for bringing at least two years of college experience within the economic and geographic reach of growing numbers of students. The objective would be accomplished mainly by opening additional campuses and/or colleges within large urban communities. The newest and most significant effort being made by junior colleges to fulfill their obligation in this respect was the establishment of additional campuses by existing junior college districts.

A principle reason for the establishment of the multi-campus junior college in Chicago was the equalization of

⁴² Arthur M. Jensen, "Urban Community Colleges Go Multi-Campus," p. 8.

for the president of a multi-unit operation is the efficiency and economy of the entire college operation. Efficiency and economy do not necessarily mean that all functions must be housed centrally or controlled centrally. He further describes the use of computers to determine the most efficient way of accomplishing the many tasks in a multi-unit operation.

Summary: The multi-branch concept in higher education began with the University of California in the 1920's. Chicago was the first of the junior colleges to develop a multi-unit system. This happened in the 1930's. Even though the pattern was well-established, the multi-unit surge of development is more recent, the major growth being within the past few years. Several factors have contributed to the attractiveness of multi-unit operations; the tremendous growth in student populations, the need to make the first two years of higher education more accessible to students, and the important consideration of efficiency and economy in providing post-high school education for youth and adults.

Chapter Three

MULTI-UNIT MODELS

Introduction: In an effort to study multi-unit developments in the community junior college, a careful study was conducted of available literature and selected institutions. Primary sources were the recent American Junior College with its descriptions of junior colleges throughout the country and the Junior College Directory. In addition, the literature, especially The Junior College Journal, contributed excellent examples of existing multi-unit systems. Interviews and discussions with numerous administrators from multi-unit organizations have also made significant additions to the views expressed herein.

As Masiko⁴⁷ suggests, a review of existing patterns of organization would run from examples of completely autonomous colleges within a district, subject to a central head, coordinator, or governing body, to examples of a strong central organization, controlling all important aspects of "branch" campuses, with many variations inbetween.

47 Peter Masiko, Jr., op. cit., p. 23.

parent institution. Accreditation is achieved through the main institution. Requirements for degrees, course outlines, fee structures, registration, and the like are all functions of the parent institution.

The main purpose of such centers or branches is to provide specific courses and certain programs which will be more accessible to students in an area some distance from the main campus of an institution.

b) The One College, Multi-Campus Model: The emphasis in the organization and operation of one college, multi-campus model is that the college, with its multiple campuses, is a single institutional entity.

The relationships of personnel on each separate campus to a central administrative staff are the same, as if all personnel were in a single institutional setting. The same general policies, philosophies of operation, and purposes and objectives, as well as the same procedural methods, apply to all campuses equally, and exceptions may be made only after explicit negotiation with the central administration.

The philosophy which underlies this model requires close articulation, coordination, and cooperation among the campuses of the college. Individual differences among the campuses may arise from differing student body characteristics, geographic location, or purely local factors; however, their effect on procedure or policies will be recognized insofar as local decisions do not alter or abrogate general administrative policy or procedure.

With the exception of certain courses in specialized subject matter areas, such as the semi-professional programs, all campuses of this model offer virtually the same instructional program. Course numbers and descriptions in the catalog, as well as course outlines, textbooks, and supplementary materials, apply equally to all campuses. Close departmental coordination between campuses is structured to insure that all students receive optimum uniformity of quality of instruction.

Intra-college functions may be termed "cross campus." In some instances the individual campus lacks a central responsible person, with deans of various functions on the campuses reporting to a central dean or director for coordination and control.

The distinguishing features of this model may be best visualized by assuming one large junior college divided into parts, two or more, and located at separate places. In short, these campuses are identical twins under central control, as it might be in one institution.

c) The Multi-Campus, District Model: The model of the multi-campus, district is similar in many ways to the one college, multi-campus model, with two primary differences. The first major difference may be seen in legal organization which is more district oriented than single college oriented. This allows for the second difference which gives each campus more autonomy or de-centralized authority.

The multi-campus district usually consists of a district

office and two or more campus organizations which may or may not be identical in structure. The parts (district office and several campuses) are aligned with one another to serve a functional purpose. The purpose is to assure maximum coordination and cooperation among all units in the organization with a minimum of control.

Each campus has its own budget, library, faculty, and staff. The campuses reflect the characteristics of the students, the characteristics of the area, the faculty, and the administration.

In its relations with the district office, each campus is a cooperating - autonomous unit, self coordinated into the district form of multi-campus operation. The key to this structure is intensive interaction from which flow policies and procedures pertinent to all the activities of a comprehensive public community college.

Through membership on campus and district-wide committees and through the faculty organization, faculty members participate in the activities of the district and the development of the campus programs.

The existence of administrative councils, at the district level and at the campus level, provides a vehicle for interchange and interaction. Some of the most vital decisions come from the council meetings. The councils are strengthened by a departmental form of organization at the instructional level.

In addition to formal departments, committees, and coun-

cils, there is a lively system of informal personal contact which rounds out formal administrative and instructional activity.

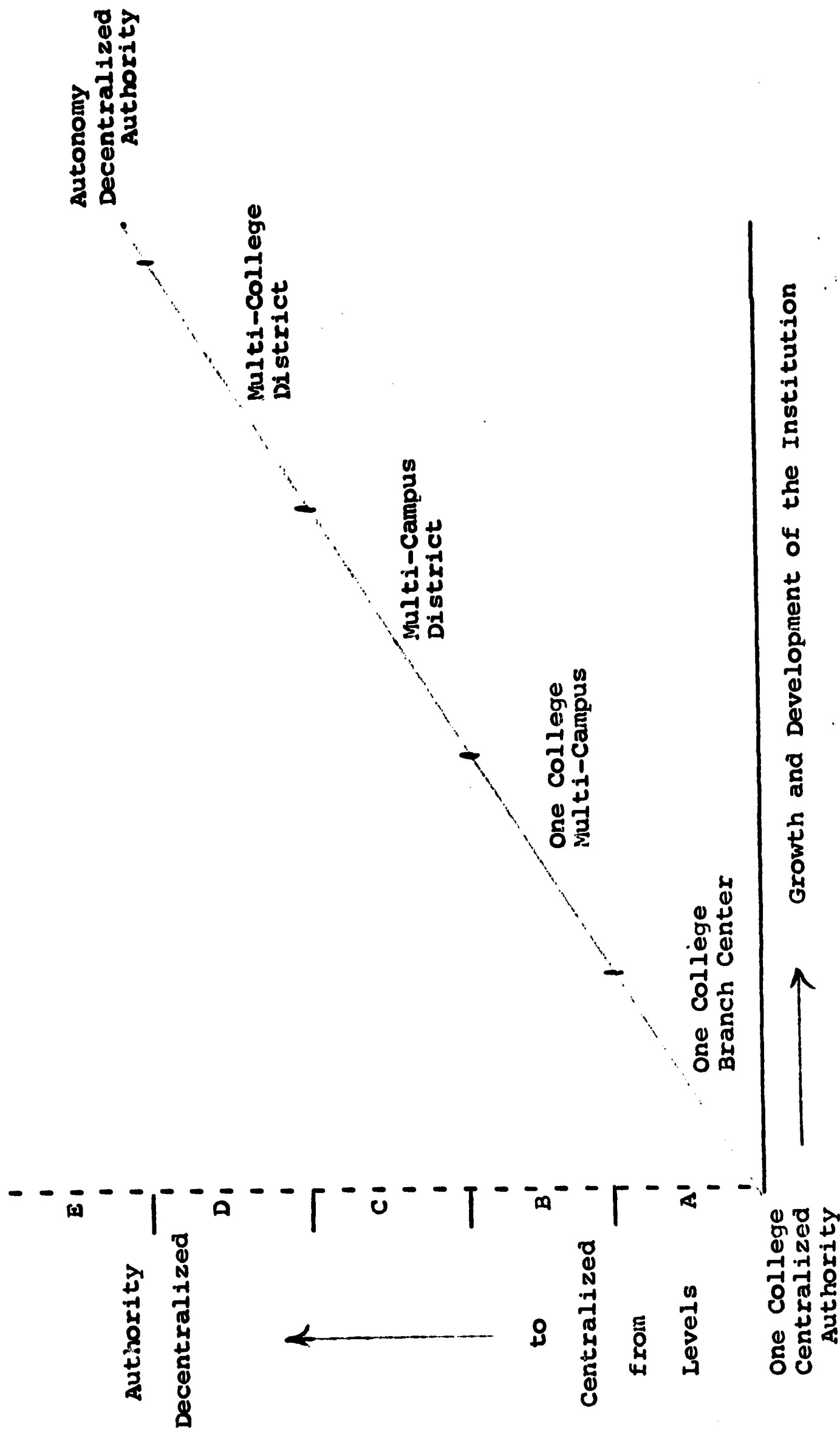
In this model each campus has a chief administrative officer usually called a Campus Dean or Campus Director. Campuses are generally accredited separately. Each campus may issue its own catalog or one general catalog may be issued with separate sections for each campus. Course outlines and textbook selection is usually considered a campus matter.

d) The Multi-College, District Model: The multi-college, junior college district model is a rapidly emerging concept of multi-unit organization. Proponents of this model explain that a college is indeed a college and cannot be a "branch" or "campus" of some larger institution. This model visualizes the colleges as separate, autonomous institutions, loosely coordinated within a district framework. Each college will generally have a single head, usually called a president, who is responsible for his institution much in the same manner as the president of a single institution that is not a part of a unified district.

The central office functions under a District President or Chancellor who coordinates the activities of the district and is primarily responsible for communication with the governing board, for master planning with the district, and for providing whatever services may be most efficiently administered from a central office.

PARADIGM

Continuum of Multi-Unit Development in the Junior College



Summary: An extensive study of existing patterns of multi-unit junior colleges revealed four models. These are the one college, branch centers model; the one college, multi-campus model; the multi-campus, district model; and the multi-college, district model. The study indicated that a continuum of development may be clearly seen in the models as they progress from centralized to decentralized authority. A paradigm has been constructed to more visibly depict the continuum. Variations and overlapping exist within the range of each model and between models, and certain common elements may be seen in all models.

Administrators, boards of trustees, faculty members, and the citizens of the community alike must face the demand of accountability in education. Every effort must be made to provide the best possible educational opportunity for youth and adults on a broader, more universal scope and yet by the most economical means. The multi-unit concept offers much promise as an answer to this quest.

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